

Guided Reading with

## What I Eat

Guided Reading Level: J  
DRA Level: 18

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illustrated by Michael Ramirez

**Overview:** Read this book to find out what this boy eats so he will stay healthy.

8 pages, 115 words

**Genre:** Nonfiction

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- solve words using analogies to previously solved words
- look at each part or syllable of a longer word to read it
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use commas to support phrasing
- use context, illustrations and background knowledge to understand unfamiliar vocabulary

### Supportive Text Features:

- some details supported by illustrations
- text includes some repetitive language and phrasing
- some vocabulary is familiar, with some content-specific language
- varied sentence lengths and formats

### High-frequency Words:

*I, of, and, they, have, that, me, which, from, am, with*

### Phonics:

- multisyllable words

### Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.

### ELL/ESL

*Lo que como yo*      See back page

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What are some dos and don'ts you've heard about healthy eating?
- What are some ways healthy food helps your body?
- What is your favorite healthy food?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*What I Eat.*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict what healthy foods the boy in the book will eat.
- Have children suggest some words related to spiders they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice the food on each page and predict why certain foods are grouped together.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"



- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the book topic and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

#### 4. Be aware of the following text features:

- The book contains a variety of high frequency words.
- Content-specific vocabulary words include: vitamins, minerals, energy, dairy products, calcium, protein, muscles.
- Each page describes a type of food and why it's healthy.

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what healthy food the boy eats.**

**2. Have children read the book silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

**3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?



#### 4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

#### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the ideas presented and how they relate to one another.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.

- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.

### After the First Reading

#### 1. Have children confirm their predictions and talk about the information presented about healthy eating. Pay special attention to reviewing the vocabulary from the book.

#### 2. Ask questions like:

- What kinds of healthy foods did the boy eat?
- How did each type of food help him stay healthy?
- What new information did you learn about healthy eating? What are you still wondering?
- Why does the boy eat a wide range of food? What would happen if he only ate one type of food, say only yogurt or only oranges?
- What are some dishes you know that have more than one ingredient in them? (Example: salads, pasta dishes, soups and stews, and so on)
- What types of food do you not see the boy eating here? Why do you think he doesn’t eat much candy or snack foods?
- Do you think this boy is a role model? Why or why not?



## Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment.** Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

## Cross-Curricular Activities

**Language:** Sort cards listing vocabulary words from the book by number of syllables. Practice segmenting each written word into syllables and discuss which letters are used to make the sounds in each syllable.

Practice summarizing the main purpose of a text and providing supporting evidence. Create a chart listing advice for healthy eating.

**Mathematics:** Investigate recommended serving sizes for various healthy foods. Explore measurements of food amounts.

Have students survey classmates about healthy eating habits. (E.g., "How many servings of fruit

do you usually eat each day?") Based on their results, have students make posters or plan other education/outreach efforts related to encouraging healthy eating.

**Science:** Return to some of students' questions about information presented in the book from your discussion after their first reading. Share additional nonfiction or view online resources to further explain concepts presented (e.g., vitamins and minerals in foods, protein and muscles, calcium and bones).

For additional information on MyPlate food guide, please check out:

<https://www.choosemyplate.gov/>

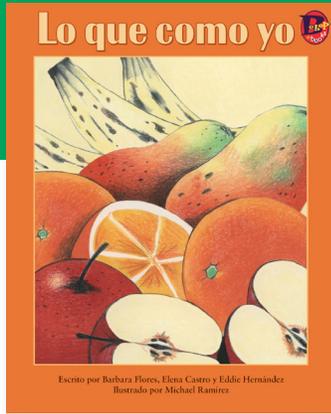
<https://kidshealth.org/en/kids/pyramid.html>

**Social Studies:** Use books and online resources to learn about healthy foods enjoyed in different parts of the world. Look at recipes for dishes from various cultures and notice what makes them healthy based on the information in the book (e.g., grains, protein, calcium, vegetables, etc.)

Ask families to share a favorite recipe with the class—assemble a class book for students to share and enjoy with their families of all their classmates' favorite recipes.

Invite a parent volunteer to do a cooking demonstration for any easy, healthy recipe. Students can follow along with a print-out of the recipe and ingredient list.

**Art:** Have students use grocery store ads to make cut-paper collages with examples of healthy plates or healthy menus.



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## Guided Reading with **Lo que como yo**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

### **Noun support**

The following foods are listed in the story: pan, cereal, pasta, queso, leche, productos lácteos, plátanos, naranjas, frutas, pescado, carne, frijoles, nueces, zanahorias, lechuga, verduras

The following elements associated with foods are listed in the story: **vitaminas y minerales** que me dan energía, **calcio** que mantiene mis huesos y dientes fuertes, **vitaminas y minerales** que evitan que me enferme, **proteínas** que me ayudan a tener músculos fuertes, **vitaminas y minerales** que me ayudan a sentirme bien

Print the food words on index cards, followed by the elements associated with the foods. Then, print the illustrations from the story, without the text and labels showing. Match the food cards and the element cards with the appropriate illustration.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

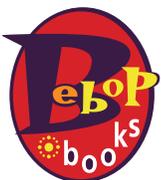
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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